THE MEDIATING EFFECT OF INNOVATION ON THE RELATIONSHIP BETWEEN TQM AND ORGANIZATIONAL PERFORMANCE IN SAUDI PUBLIC HIGHER EDUCATION COLLEGES

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ABSTRACT

The purpose of this study was to investigate the relationship between total quality management (TQM); innovation (INV) and organizational performance (OP) in i higher-education institutions (HEIs) in Saudi. The TQM core elements included leadership commitment, strategic planning, continuous improvement, customer focus, process focus, employee involvement, training and learning, rewards and recognition, and management by fact. Innovation included product innovation and process innovation, meanwhile, measures of organizational performance included student-related academic achievement and non-student related academic achievement. Based on the theoretical framework, the main hypotheses were developed, and statistically tested. The study used the cross-sectional survey methodology. The samples were drawn from the Saudi HEIs (public universities) using the random sampling procedure based on the directory provided by the Ministry of Higher Education in Saudi. The final number of respondents involved in this study was 250 colleges (faculties) in 24 public universities. The hypotheses of the study were tested by applying the multivariate statistical data analyses. This study reported significant relationships between TQM core elements and innovation, between TQM core elements and OP measures, and between innovation and OP measures. In brief, the results supported all the main hypotheses and provided evidence that both the TQM core elements and innovation should be implemented holistically, rather than piecemeal. In addition, the study found that innovation fully mediates the relationship between TQM and OP. The current study provides insight into the relationship between TQM, INV and OP. Hence, this study is able to expand the boundary of the existing literature. Finally, the findings of this study provide empirical evidence that TQM has a significant and positive impact on innovation, which in turn, significantly affects organizational performance.

Keywords: total quality management, innovation, organizational performance, higher education

ABSTRAK

Tujuan kajian ini adalah untuk menyelidik hubungan antara Pengurusan Kualiti Menyeluruh (TQM), Inovasi (INV) dan Prestasi Organisasi (PO) di Institusi Pendidikan Tinggi (IPT) di Arab Saudi. Unsur-unsur teras TQM termasuklah komitmen kepimpinan, perancangan strategik, penambahbaikan yang berterusan, fokus kepada pelanggan, fokus kepada proses, penglibatan pekerja, latihan dan pembelajaran, ganjaran dan pengiktirafan, serta pengurusan menerusi fakta. Inovasi melibatkan inovasi produk dan inovasi proses. Sementara itu, langkah-langkah prestasi organisasi termasuk pencapaian akademik adalah berkaitan dengan pelajar dan bukan pelajar. Hipotesis utama telah dibangunkan berdasarkan rangka kerja teori dan diuji secara statistik. Kajian ini menggunakan kaedah tinjauan keratan rentas. Oleh itu, sampel-sampel telah diambil daripada IPT (universiti awam) Arab Saudi dengan menggnnakan prosedur persampelan rawak berdasarkan direktori yang disediakan oleh Kementerian Pengajian Tinggi di Arab Saudi. Bilangan akhir responden yang terlibat dalam kajian ini adalah melibatkan 250 kolej (fakulti) di 24 buah universiti awam. Hipotesis kajian telah diuji dengan menggunakan analisis data statistik multivariat. Kajian ini melaporkan hubungan yang signifikan di antara unsur-unsur teras TQM dan Inovasi, antara unsur-unsur teras TQM dan langkah-langkah PO, dan di antara Inovasi dan langkah-langkah PO. Kesimpulannya, keputusan kajian menyokong semua hipotesis utama, dan menyediakan bukti bahawa kedua-dua unsur teras TQM dan Inovasi perlu dilaksanakan secara holistik serta bukannya secara sedikit demi sedikit. Di samping itu, kajian ini mendapati bahawa Inovasi berfungsi sepenuhnya sebagai pengantara dalam hubungan antara TQM dan PO. Kajian ini memberikan pandangan mengenai hubungan antara TQM, INV dan PO. Oleh itu, kajian ini berjaya mengembangkan sempadan literatur yang sedia ada. Akhirnya, basil daripada kajian ini menyediakan bukti secara empirikal bahawa TQM mempunyai kesan yang signifikan dan positif terhadap inovasi. Ini seterusnya memberikan kesan yang ketara kepada prestasi organisasi.

Kata kunci: pengurusan kualiti menyeluruh, inovasi, prestasi organisasi, pendidikan tinggi

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LIST OF ABBREVIATIONS

AACSB	Association to Advance Collegiate Schools of Business
EFMD	European Foundation for Management Development
EFQM	European Foundation for Quality Management
EQUIS	European Quality Improvement System
HEIs	Higher Education and Initiations
ISO	International Organization for Standardization
MBNQA	Malcolm Baldrige National Quality Award
MLE	Maximum Likelihood Estimation
OP	Organizational Performance
QAA	Quality Assurance Agency for Higher Education
RBV	Resource-Based View
SAA	Students Related Academic Achievement
SEM	Structural Equation Modelling
SPSS	Statistics Predictive Analytics Software
TQM	Total Quality Management
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Public higher education institutions (HEIs) are presently faced with the global challenge of rapid technological change and increased demands of modernization (Mathew, 2010; Pucciarelli & Kaplan 2016; Teixeira, Kim, Landoni, & Gilani, 2017). As such, HEIs need to develop their abilities and respond to these demands like business organizations (Kim & Ju, 2008; Lounsbury, Pinheiro, Ramirez, Vrangbæk, & Geschwind, 2016; Bras, & DeMillo, 2017). Accordingly, it was noted HEIs are important components of the developmental process of a country as a result of the products and services they create and render. It is argued that the academic experience of the staff members represent the key knowledge of HEIs and it can be said that this is the main competitive resource of such institutions (Maponya, 2005). Colleges, technical institutions and universities function as suppliers of training, expertise, and personnel to industries, hence promoting and sustaining economic booms through their research, and creation of a skilled graduate workforce (Fullwood et al., 2013).

Consequently, there is a need for continuous improvement of the organizational performance in HEIs with the integration of different innovations in order to remain competitive (Kim & Ju, 2008, Christopher, 2016).Organizational performance has been the concern of both academics and practitioners during the last many decades as the ultimate outcome of utilization of tangible and intangible resources. Intangible resources are considered more important than tangible resources for the effectiveness and the

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Appendix A1:

Questionnaire (English)

SURVEY

SURVEY QUESTIONNAIRE TO DETERMINE THE IMPACT OF TOTAL QUALITY MANAGEMENT ON INNOVATION AND ORGANIZATIONAL PERFORMANCE IN SAUDI HIGHER EDUCATION INSTITUTIONS

General Information

This study is a DBA research to determine Total Quality Management (TQM) impact on Organizational Performance (OP) through Innovation in Saudi Higher Education Institutions (HEIs). The researcher believed that the outcome of the study will be of immense benefit to improve the performance in the Saudi higher educational system as a whole. Your effort in filling the questionnaire is highly appreciated in order to produce quality of research.

Instruction

You are expected to choose the answer that represents your opinion. Your answer plays a significant role in the success of this study and you are assured that such information will be treated with utmost confidentiality. (Please tick (☐) in the appropriate box).

Thanks for participating in this survey.

Researcher

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Universiti Utara Malaysia

Supervisor

Prof. Dr. K. Kuperan
Othman Yeop Abdullah Graduate School of Business

Part (A): Respondent Background

Please, Tick (√) as appropriate as follow:

1- Designation of Respondent (Job Title):

Dean ☐ Assistant Dean ☐ Others ☐ please specify.....

2- Respondent Gender:

Male ☐ Female ☐

3- Respondent Age:

Less than 30 years ☐ 30- 39 ☐ 40 – 49 ☐ 50 – 59 ☐ 60 and over ☐

4- Academic Rank:

Professor ☐ Assistant Professor ☐ Senior Lecturer ☐ Other ☐

please specify.....

5- Number of Years Serving in the College:

Less than 1 year ☐ Between 1 to 3 years ☐ More than 3 years ☐

6- Number of Years Serving in the Current Position:

Less than 1 year ☐ Between 1 to 3 years ☐ More than 3 years ☐

Please supply the following information:

Name of University: .....

College Name: .....

Part (B): The Core Elements of TQM

This section focuses on quality practices of the educational process in the college. It addresses the core elements of Total Quality Managements (TQM) representing each of the dimensions.

On the following scale, please circle the appropriate number which best reflect your perception.

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

1. **Leadership Commitment:** leadership commitment is an important aspect of organizational behavior exercised by the leadership of the organization towards long-term commitment aimed at integrating quality practices within the organization's activities to improve the teaching and learning process. The organization under study is an academic college.

NO.	QUESTIONS	SCALE				
		1	2	3	4	5
1	In our college, the academic leadership provides sufficient internal communication facilities for effective deployment of quality teaching and learning.					
2	In our college, the academic leadership ensures using the best teaching and learning method for achieving educational quality.					
3	In our college, the academic leadership encourages innovative change and implements a culture of trust, involvement and commitment to achieve the best educational practice.					
4	In our college, the academic leadership has a sense of unity and eliminates any form of barrier between individuals/departments.					
5	In our college, the academic leadership assumes responsibilities for quality performance.					
6	In our college, the academic leadership considers quality teaching a top priority in their regular meetings.					

7	In our college, the academic leadership encourage information sharing across the college.					
8	In our college, the academic leadership provides adequate resources in order to support educational quality.					

2. **Strategic Planning:** strategic planning is a process of planning, designing and coordinating organizational activities by the leadership of the organization. This core element focused on how the academic leadership strategically plans to achieve the organizational objective (educational process development).

NO.	QUESTIONS	SCALE				
		1	2	3	4	5
1	In our college, the leadership formulates a clear mission statement capable of achieving the set educational objectives.					
2	In our college, the strategic planning ensures proper identification of core learning-centered processes by academic leadership.					
3	In our college, the strategic planning considers the core learning-centered processes as central input.					
4	In onr college, the strategic planning takes into account the students requirements.					
5	In our college, the strategic planning is able to provide clear tracking of staff performance.					
6	In our college has clear quality goals.					

3. **Continuous Improvement:** continuous improvement is an incremental change and series of system innovation designed and implemented to make sure that all educational activities have improved.

NO.	QUESTIONS	SCALE				
		1	2	3	4	5
1	Continuous improvement of the educational process is based on a systematic approach.					
2	Our college continually looks for ways to improve the teaching/learning processes.					
3	There are an effective feedback system for education quality improvement and quality assurance.					
4	Quality assurance system of education is documented properly.					
5	There is a continuous review of educational quality-related issues at the academic leadership meetings.					
6	There is a continuous evaluation of educational quality- related strategies.					
7	Quality assurance as a mechanism for continuous improvement is integrated in all aspects of the educational process.					

4. **Customer Focus:** customer focus is one of the core elements of TQM that stresses the importance of knowing and understanding customers" wants and needs. This study focuses on "students" as primary customers of HEIs.

NO.	QUESTIONS	SCALE				
		1	2	3	4	5
1	In our college, actively seeking students" inputs to determine their requirement (survey, suggestion, box, etc.).					
2	The students" requirements are well understood.					
3	The suggestions of the students are taken into account when designing new educational services.					
4	There is an effective procedure for resolving students" problems.					
5	Students" complaints are used as a means of improving the current teaching/learning process.					
6	There is a regular assessment of students" satisfaction.					

5. **Process Focus:** this element refers to the responsibility of the college in terms of emphasis placed on the educational process.

NO.	QUESTIONS	SCALE				
		1	2	3	4	5
1	The educational process is designed in such a way that it adds value to students.					
2	Newly introduced teaching/learning process is critically examined prior to its actual implementation.					

3	Emphasis is placed on effective educational delivery concerning quality.					
4	The necessities of the teaching/learning process are totally provided to guarantee value creation for students.					
5	Good relationship between academic staffs and students is maintained.					
6	The college is committed to the review of the traditional teaching and learning technique to meet the current standard.					

6. **Employee Involvement:** employee involvement in this study refers to involving academic staff in the educational quality improvement process.

NO.	QUESTIONS	SCALE				
		1	2	3	4	5
1	The academic staffs are given required autonomy in making decisions related to their work.					
2	The academic staffs are fully involved in planning their work.					
3	The academic staffs as a team are encouraged to fix the problems encountered in their work.					
4	The academic staffs are actively involved in the college"s policy of quality improvement.					
5	The academic staffs interact well with other components of the organization through effective communication links.					
6	The suggestions of the academic staff are integrated in the design of new educational services.					

7	There is a regular appraisal of academic staff" job satisfaction at work.					

7. **Training and Learning:** training and learning is one of the most important elements of TQM, which involves planning and combining the efforts in improving the required skills that guarantee successful achievement of educational quality improvement.

NO.	QUESTIONS	SCALE				
		1	2	3	4	5
1	The academic staffs are frequently trained to ensure quality in job-specific skills.					
2	The academic staffs are able to learn from one another on how to improve the quality of educational services.					
3	The training and learning programs look at how academic staffs are aligned with college objectives.					
4	The college provides sufficient resources to support training and learning activities.					
5	Our college provides training in Quality principles.					

8. **Rewards and Recognition:** this element refers to practices of the college in awarding and praising academic staffs who have demonstrated unprecedented level of performance on their jobs.

NO.	QUESTIONS	SCALE				
		1	2	3	4	5
1	In our college, the top management is able to recognize quality improvement efforts.					
2	The acknowledgements system in our college is based on educational quality-oriented objectives.					
3	In our college, the promotion system for academic staffs is based on scholarly contribution.					
4	The awards system in our college focuses on the quality of the educational process in order to motivate academic staffs for superior quality performance.					
5	The college offers incentives for academic staffs to share knowledge on educational quality-related issues.					

9. **Management by fact:** this element refers to managing the educational level of performance based on facts and evidences.

NO.	QUESTIONS	SCALE				
		1	2	3	4	5
1	Our college provides appropriate quality standards, capable of dealing with the consequences of the educational process.					
2	Measurement and analysis of college performance is based on the college"s objective and strategy.					
3	In our college, reliable measures of customer"s satisfaction and quality indicators are established.					
4	Improving education quality is achieved with decisions of academic leadership based on facts and evidences.					
5	In our college, the academic leadership ensures using reliable data, information, and knowledge for improving educational quality.					
6	The measurement of college performance is based on actual data and systematic analysis.					
7	The application of database (such as data related to students" satisfaction, academic performance, students" complaints) for planning and managing all aspects of work affecting educational quality are well managed.					

Part (C): Innovation

To what extent do you agree with the following statements that can assess developing and implementing process innovation in your University?

On the following scale, please circle the appropriate number which best reflect your perception.

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

1. Product innovation

NO.	QUESTIONS	SCALE				
		1	2	3	4	5
1	Our university is delivering new courses for members of staff.					
2	Our university constantly emphasises development and doing research projects.					
3	Our university often develops new teaching materials and methodologies.					
4	Our university often develops new programmes/ services for members of staff and students.					
5	Our university is extending its programmes/ services to new groups of employees not previously served by the university/institute.					

2. **Process innovation**

NO.	QUESTIONS	SCALE				
		1	2	3	4	5
1	Our university is developing new training programmes for staff members.					
2	Our university encourages teamwork and good working relationships between staff members.					
3	Our university is implementing an incentive system (i.e. higher salaries, bonuses, –) to encourage members of staff to come up with innovative ideas.					
4	Our university often develops new technology (internet, databases) to improve the educational process.					
5	Our university often uses new technology to improve the educational process.					
6	New multimedia software is used by this university for educational purposes and administrative operations.					
7	This university is implementing a reward system (i.e. promotions, thank----yous) to encourage members of staff to come up with innovative ideas.					
8	Our university is trying to bring in new equipment (i.e. computers) to facilitate educational operations and work procedures.					

Part (D): Organizational Performance

This section examines the level of performance of the academic college through two main perspectives of achievements namely students related academic achievement and non-students related academic achievements.

On the following scale, please circle the appropriate number which best reflect your perception.

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

1. Students related Academic Achievements

NO.	QUESTIONS	SCALE				
		1	2	3	4	5
1	Academic Status (CPA): Students" cumulative point average has indicated an excellent academic performance over the past three years.					
2	Undergraduates Wastage Rate: The percentage of undergraduates who drop out because of not meeting the required academic standards over the past three years is decreasing.					
3	Classes of Degrees: The percentage of graduates with a first-class and second-class upper division honors degree is increasing.					
4	Graduation Rates: The percentage of undergraduates who successfully completed their studies in our college over the past three years is increasing.					
5	Our college"s students overall academic achievements over the past three years are encouraging.					

2. **Non- students related Academic Achievements**

NO.	QUESTIONS	SCALE				
		1	2	3	4	5
1	Competitive Position: Our College is highly ranked over the past three years.					
2	Market Share: The percentage of undergraduates applicants received in our college is significantly higher compared to other colleges over the past three years.					
3	Innovation: Our College is innovative in improving the educational process over the past three years.					
4	Organizational Agility: Our College adapts to changes effectively with respect to the educational partners and stakeholders" needs in the past three years.					
5	Sustainability: Our College puts in place strategies to sustain and enhance the educational performance level over the past three years.					

Thanks for your patience in filling the questionnaire

Appendix A.2:

Questionnaire (Arabic)

جامعة الشمال (أوتارا) الماليزية
كلية الاعمال
سنتوك – ماليزيا
murshid42@gmail.com لبريد الالكتروني:
0060174819381الهاتف:

أستبانة

أستبيان لتحديد أثر إدارة الجودة الشاملة على الأبتكار والأداء التنظيمي في مؤسسات التعليم العالي السعودية

معلومات عامة:

هذه الدراسة هي بحث دكتوراه لتحديد أثر إدارة الجودة الشاملةعلى الأداء التنظيمي من خلال الأبتكار في في مؤسسات التعليم العالي السعودية. ومن المؤمل أن تكون الدراسة ذات فاعدة كبير في تحسين الأداء نظام التعليم العالي ككل في السعودية ز جهودكم في ملئ الأستمارة هي في موضع تقدير عال لدي للباحث من أجل تحقيق جودة البحث.

تعليمات:

من المتوقع أن تختار الإجابة التي تمثل رأيك. جوابك يلعب دورا هاما في نجاح خذه الدراسة، علما ان هذه المعلومات سيتم التعامل معها بسرية تامهز (يرجي وضع علامة (✓) في المربع الذي يمثل أجابتك)

شكرا لمشاركتكم في الأستيبان

الباحث
مرشد محمد الزهراني
كلية الأعمال
جامعة الشمال (أوتارا) الماليزية

المشرف
البروفيسور بك و كوبران
كلية الأعمال
جامعة الشمال (أوتارا) الماليزية

القسم أ ل : خلفية المستجيب

يرجي وضع علامة (✓) في المربع الملائم

1) (المنصب الوظيفي):

عميد ☐ مساعد العميد ☐ منصب أخر ☐ يرجي التحديد.....

2) جنس:

ذكر ☐ أنثي ☐

3) العمـــر

أقل من 30 ☐ 39-30 ☐ 49-40 ☐ 59-50 ☐ 60فأكثر ☐

4) اللقب الأكاديمي

أستاذ ☐ أستاذ مساعد ☐ مدرس ☐ مدرس مساعد ☐ منصب اخر ☐

يرجي تحديد.....

5) عدد سنوات الخدمة في الكلية:

أقل من سنه ☐ أكثر من سنه ☐ أكثر من سنه ☐

6) عدد سنوات الخدمة في المنصب الحالي:

أقل من سنه ☐ أكثر من سنه ☐ أكثر من سنه ☐

يرجي توفير المعلومات التالية:

إسم الجامعة: .....

إسم الكليـة: .....

القسم لثاني : العناصر الجوهرية للادارة الجودة الشاملة

The Core Elements of TQM

هذاالقسم من الأستبيان يركز على ممارسات ادارةالجودة في الكلية والمتعلقة بالعملية التعليمة. وتلك الممارسات موجه بالعناصر الجوهرية للادارة الجودة الشاملة.

على المقياس التالي، يرجي وضع دائرة على الرقم المناسب الذي يمثل أجابتك

(1) غير متفق بشدة	(2) غير متفق	(3) محايد	(4) موافق	(5) موافق بشدة

1) أتزام القيادة العليا (Leadership Commitment): هو الشكل او مظهر من السلوك التنظيمي يمارس من طرف القيادة العليا في المنظمة من اجل التزام طويل الامد يهدف الى دمج وتعزيز ممارسات الجودة داخل انشطة المنظمة من اجل تحسين العملية التعليمة . كما ان المنظمة المعنية بالدراسة في كلية.

في كليتنا

ت	الأسئلة	المقياس				
		1	2	3	4	5
1	القيادة الأكاديمية تهئ تسهيلات كافية للاتصال الداخلي لضمان نشر فاعل لجودة التعليم.					
2	القيادة الأكاديمية تؤكد على أستخدام أفضل الطرق لتدريسية من اجل تحقيق جودة التعليم.					
3	القيادة الأكاديمية تشجع التغييرالابداعي وتطبيق ثقافة المشاركه والثقه والالتزام لتحقيق أفضل لممارسات التعليمية.					
4	القيادة الأكاديمية لديها ادراك بالوحدة والقدرة غبى ازالة العوائق بين الأفراد والأقسام العلمية.					
5	القيادة الأكاديمية تضطلع بمسوؤليتها في اداء الجودة.					
6	القيادة الاكاديمية تضع جودة لتدريس في قمة الأولويات في أجتماعاتها الدورية.					

7	القيادة الاكاديمية تشجع تشارك المعلومات عبر الكلية.					
8	القيادة الاكاديمية تهيئ موارد كافية من اجل دعم جودة العملية التعليمية.					

2) التخطيط الأستراتجي (Strateg Planning): التخطيط الأستراتيجي هي عملية تخطيط ، تصميم ونسيق أنشطة المنظمة بواسطة القيادة العليا في المنظمة ، وهي تركز على كيفية قيام القيادة العليا بالتخطيط أستراتيجيا لتحقيق الأهداف التعليمية:

في كليتنا،

ت	الأسئلة	المقياس				
		1	2	3	4	5
1	القيادة العليالديها صياغة واضحه لمهمة الكلية قادرة على أحتواء مجموعة الأهداف التعليمية.					
2	لتخطيط الأستراتيجي يطمن تحديد ملائم لجوهر العمليات المرتكزة على جودة التعليم بواسطة القيادة الأكاديمية.					
3	التخطيط الأستراتيجي يعد متطلبات جودة التعليم هي مدخلات أساسية.					
4	التخطيط الأستراتيجي يأخذ بالحسبان احتياجات الطلبة.					
5	التخطيط الأستراتيجي قادر على توفير متابعة واضحة الاداء العاملين.					
6	كليتنا لديها اهداف جودة واضحه					

على المقياس التالي، يرجي وضع دائرة على الرقم المناسب الذي يمثل أجابتك

(1) غير متفق بشدة	(2) غير متفق	(3) محايد	(4) موافق	(5) موافق بشدة

3) التحسين المستمر (Continuous Improvement): التحسين المستمر هي عملية التغيير المتزايد وسلسلة من نظام أبداعي مصممه ومبدعه للتأكيد من أن العملية التعلمية قد تم تحسينها

في كليتنا،

ت	الأسئلة	المقياس				
		1	2	3	4	5
1	التحسين المستمر للعملية التعليمية يستند على مخل نظمية.					
2	يتم البحث باستمرار عن أفضل الطرق لتحسين العملية التعليمية.					
3	هناك نظام تغذية عكسية فاعل لظمان جودة التعليم.					
4	نظلم ظمان الجودة للعملية التعليمية موثق بشكل دقيق.					
5	هناك مراجعه مستمر للقضايا المرتبطة بجودة التعليم في أجتماعات القيادة الاكاديمية.					
6	هناك تقييم مستمر للأستراتيجيات المرتبطة بجودة التعليم.					
7	ضمان الجودة كألية لتحسين هي مدمجة في كل مكونات العملية التعليمية.					

4) التركيز على الزبون (Customer Focus): وهو أحد العناصر الجوهرية لادارة الجودة الشاملة التي تركز على المعرفة وفهم أحتياجات ومتطلبات الزبون ، وفي هذه الدراسة تم التركيز على الطالب بأعتباره الزبون الأساسي في أي مؤسسة تعليمية.

في كليتنا،

ت	الأسئلة	المقياس				
		1	2	3	4	5
1	يجري بشكل فاعل تحديد لأحتياجات الطلبة (الاستبيانات، صندوق الأقتراحات ,.....الخ).					
2	متطلبات الطلبة مفهومة بشكل جيد.					
3	أقترحات الطلبة تأخذ بالحسبان عند تصميم خدمات تعليمية جديدة.					
4	هناك أجراءات فعلية لحل مشاكل الطلبة.					
5	شكاوي الطلبة تستخدم كوسيلة تحسين العملية التعليمية.					
6	هناك تقييم دوري لرضي الطلبة.					

5) التركيز على العملية(Process Focus): هذا العنصر يشير الى المسؤولية الكلية من حيث التركيز على العملية التعليمية باعتبارها العملية الاساسية في الكلية:

في كليتنا،

ت	الأسئلة	المقياس				
		1	2	3	4	5
1	العملية التعلمية مصممة بطريقة تضيف قيمة للطلبة.					
2	برامج لتدريس الحديثة يجري أختبارها مسبقا قبل تنفيذ ها فعليا.					
3	التأكيد على التوصيل التعليمي الفاعل نو لصلة بالجودة.					
4	لضروريات المصاحبة لعملية لتدريس يتم تهيئتها بالكامل من اجل توليد قيمة للطلبة.					
5	العلاقة بين لكادر لتدريسي والطلبة مصانه.					
6	يجري تقييم ومراجعه لتقنيات لتدريس المستخدمة حاليا لتأكيد من مطبقاتها للمعايير					

	المستجدة جديثا.					

6) مشاركة الموظف (Employee Involvement): يركز هذا العنصر الى مشاركة الكادر لتدريسي بشكل فاعل في تحسين العملية التعليمية .

في كليتنا،

ت	الأسئلة	المقياس				
		1	2	3	4	5
1	يعطي الكادر لتدريسي الأستقلالية المطلوبه في أتخاذ القرارات المتعلقه بعملهم.					
2	الكادر لتدريسي مشتركين بشكل كامل في تخطيط أعمالهم.					
3	يتم تشجيع الكادر لتدريسي على حل مشاكل المتعلقة بعملهم كفريق عمل.					
4	الكادر لتدريسي المشترك بشكل فعلي في سياسة الكلية لتحسين الجودة.					
5	الكادر لتدريسي يتفاعلون بشكل جيد مع بقية الأعضاء من خلال قنوات أتصال فاعلة.					
6	أقتراحات التدريسيين مدمجة في تصميم خدمات تعلمية جديدة.					
7	هناك تقويم دوري لرضي الكادر الرئيسي (الرضى الوظيفي).					

7) التدريب والتعليم (Training & Learning): التدريب والتعليم هيواحدة من اهم العوامل الجوهرية لادارة الجودة الشاملة ، وهي عملية تستلزم التخطيط وتكثيف الجهود في تحسين المهارات المطلوبة التي تظمن تحسيين ناجح لجودة التعليم.

في كليتنا،

ت	الأسئلة	المقياس				
		1	2	3	4	5
1	الكادر لتدريسي يتدرب بأستمرارلضمان الجودة فيالمهارات المهنيةالتخصصية.					
2	التدريسيون قادرون على التعلم من بعضهم البعض حول كيفية تحسين جودة الخدمة التعليمية.					
3	برامج لتدريب و التعليم للتدريسيين موجهة نحو تحقيق اهداف الجودة.					
4	يتم تهيئ موارد كافية لدعم أنشطة لتدريب والتعليم.					
5	برامج لتدريب مهيئة على مبادئ الجودة.					

8) المكافأت والتمييز(Recognition & Rewards): هذاالعنصر يشير الى ممارسات الكلية في منح من الموظفين الأكاديميين الذين أظهرو مستوي أستثنائي من الأداء في وظائفهم.

في كليتنا،

ت	الأسئلة	المقياس				
		1	2	3	4	5
1	الادارة العليا قادرة علىتمييز الجهود المبذولة لتحسين الجودة.					
2	نظام التشكر والتقدير يستند علىالأهداف الموجهة نحوجودة التعليم.					
3	نظام الترقية للكادر لتدريسي يركز على المساهماتالعلمية والجهود البحثية.					
4	نظام المكافأت يركز علىجودة التعليم من اجل حثالكادر لتدريسي على تقديم اداء متميز.					
5	يتم تقديم حوافز للكادر لتدريسي من اجل المشاركة المعرفية بالقضايا المتعلقة بجودة التعليم.					

9) الادارة بالحقيقة(Management by Fact): يشير هذا العنصر الى أدارة اداء المستوي التعليمي استنادا على حقائق وادلة واقعية.

في كليتنا،

ت	الأسئلة	المقياس				
		1	2	3	4	5
1	توفير معايير جودة ملائمة تتوافق مع محتوي العملية التعليمية.					
2	قياس وتحليل الاداء يستند على أستراتيجية واهداف الكلية.					
3	يقاس رضي الزبون ومؤشرات الجودة بمقياس موثق بيه.					
4	تحسين جودة التعليم يتحقق مع قرارات القيادة الأكاديمية المستندة الى وقائع وأدلة .					
5	القيادة الأكاديمية تأكد على أستخدام البيانات والمعلومات الموثوق بها لتحسين جودة التعليم.					
6	قياس الاداء الاكاديمي للكلية يستند على بيانات واقعية وتحليل نظمي.					
7	تطبيقات قواعد البيانات (مثل البيانات المتعلقة برضي الطلبة ، الاداء الاكاديمي ، شكاوي الطلبة) منظمة ومدارة بشكل يخدم جودة العملية التعليمية.					

القسم الثالث: الأبتكار

Innovation

إلى أي مدى توافق على العبارات التالية التي يمكنها تقييم تطوير عملية الابتكار وتنفيذها في جامعتك؟

على المقياس التالي، يرجي وضع دائرة على الرقم المناسب الذي يمثل أجابتك

(1) أعارض بشدة	(2) أعارض	(3) محايد	(4) أوافق	(5) أوافق بشدة

1) ابتكار المنتج

في كليتنا،

ت	الأسئلة	المقياس				
		1	2	3	4	5
1	تقدم جامعتنا دورات جديدة لأعضاء هيئة لتدريس.					
2	تؤكد جامعتنا تأكيدا مستمرا على التطوير وإجراء الأبحاث.					
3	تطور جامعتنا في كثير من الأحيان مواد تعليمية جديدة ومنهجيات.					
4	تطور جامعتنا في كثير من الأحيان برامج /خدمات جديدة لأعضاء هيئة التدريس والطلاب.					
5	توسع جامعتنا برامجها / خدماتها للفئات الجديدة من الموظفين الذين لم تخدمهم الجامعة/المعهد من قبل.					

2)ابتكار العملية

في كليتنا،

ت	الأسئلة	المقياس				
		1	2	3	4	5
1	تقوم جامعتنا بتطوير برامج تدريبية جديدة للموظفين.					
2	تشجع جامعتنا العمل الجماعي وعلاقات العمل الجيدة بين الموظفين.					
3	تنفذ جامعتنا نظام الحوافز (أي رواتب أعلى، مكافآت، -) لتشجيع أعضاء هيئة لتدريس على الخروج بأفكار مبتكرة.					
4	تطور جامعتنا في كثير من الأحيان التكنولوجيا الجديدة (الإنترنت وقواعد البيانات) لتحسين العمليةالتعليمية.					
5	غالبا ما تستخدم جامعتنا تكنولوجيا جديدة لتحسينالعملية التعليمية.					
6	تُستخدمبرمجيات الوسائط المتعددة الجديدة من قبل هذه الجامعة للأغراض التعليمية وللعمليات الإدارية.					
7	تنفذ هذه الجامعة نظاما للمكافأة (أي الترقيات، وخطابات الشكر) لتشجيع أعضاء هيئة لتدريس على الخروج بأفكار مبتكرة.					
8	تحاول جامعتنا شراء معدات جديدة (حاسوبية) لتسهيل العملياتالتعليمية وإجراءات العمل.					

القسم الرابع: الاداء التنظيمي
Organizational Performance

هذا القسم من الاستبيان يركز على المستوي الاداء الاكاديمي للكلية , من خلال منظورين رئيسين للانجازات الاكاديمية هما:

الانجاز الاكاديمي المرتبط الطلبة والانجاز الاكاديمي غير المرتبط بالطلبة.

على المقياس التالي، يرجي وضع دائرة على الرقم المناسب الذي يمثل أجابتك

(1) غير متفق بشدة	(2) غير متفق	(3) محايد	(4) متفق	(5) متفق بشدة

أولا : لانجاز الاكاديمي المرتبط بالطلبة(Students related Academic Achievement):

في كليتنا،

ت	الأسئلة	المقياس				
		1	2	3	4	5
1	المعدل التراكمي للطلبة : معدلات الطلبة التراكمية في كليتنا تشير الى أنجاز أكاديمي متميز خلال السنوات الثلاث السابقة.					
2	نسبة الهدر: نسبة الطلبة الراسبين بسبب عدم الوفاء بالمعايير الأكاديمية المطلوبة خلال السنوات الماضية اخذة في التناقص.					
3	درجة التقدير النهائي : نسبة التقديرات العالية للخرجيين بدرجة امتياز وجيد جدا خلال السنوات الثلاث السابقة أخذة بالتزايد.					
4	نسبة التخرج: في كليتنا نسبة تخرج الطلبة الذين اكملو دراستهم بنجاح خلال السنوات السابقة في تزايد مستمر.					
5	الانجازات الاكاديمية لطلبة كليتنا بشكل عام مشجعة خلال السنوات السابقه.					

ثانيا : الانجاز الاكاديمي غير المرتبط بالطلبة (Non-Students related Academic Achievement):

في كليتنا،

ت	الأسئلة	المقياس				
		1	2	3	4	5
1	المركز التنافسي : تتميز كليتنا بترتيب تنافسي عال مقارنة مع بقية الكليات خلال السنوات الثلاث السابقه.					
2	الحصه السوقية: نسبة الطلاب الجامعيين المتقدمين للالتحاق بكليتنا هو أعلى بكثير بالمقارنه مع غيرها من الكليات على مدي السنوات الثلاث الماضية.					
3	الأبداع : كليتنا مبدعة في تحسين أداء العملية التعليمية خلال السنوات الثلاث السابقة.					
4	الفاعلية التنظمية: كليتنا تواكب التغيرات في مجالات التعليمية بشكل فاعل فيما يتعلق بالشركاء التعليميين واحتياجات أصحاب المصالح خلال السنوات الثلاث السابقه.					
5	الأستدامة: كليتنا تضع الأستراتجيات في موقعها لدعم وتعزيز مستوي الأداء التعليمي خلال السنوات الثلاث السابقة.					

شكرا لسعة صدرك في تعبئة الأستبيان